Musket

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Juniors (from left) Eric Goss, Jennifer Schulte, and Jennie-Sue Walsh star in thedrama department's fall production of William Shakespeare's *A Midsummer Night's Dream*. Photo by Matt Diamond

Budget Shortfall Hits School System

Plan will eliminate $121,000 from High School; personnel cuts may be included

by Stefan Schick
and Dena Weinstein

Unforeseen budget problems within the town and rising fuel costs have produced a $400,000 shortfall in this year's budget, raising the possibility of mid-year personnel cuts and contractual difficulties.

The amount of $250,000, which the school system has annually paid back to the town, was not budgeted for the 1990-1991 school year. According to a November 16 memo from Superintendent of Schools Philip E. Geiger to the faculty, the amount is not available due to "revenue shortfalls in state and federal aid."

Geiger explained at a budget meeting that the school system has traditionally returned some of its federal grants to the town, but that these grants are now "drying up."

LHS Principal David A. Wilson added, "When you work though a zero-based budget, you don't have money you can throw into a situation like this...As the state and federal funds decline, you get less money and less money to work with."

High School Principal David A. Wilson. *Musket* File Photo

Lexington Education Association (LEA) President Philip Crosby said that the $250,000 owed to the town is "a fairly recent development. The superintendent along the way has said that this was something he was working on...The indication that I had was that there was a misunderstanding between him and the town, and it was not necessarily something that we had to be concerned with."

Superintendent Geiger declined to discuss the $250,000 shortfall with *Musket*.

Increased fuel costs, attributable to the Persian Gulf crisis, have caused additional budget problems. For the same reasons, heating oil and gasoline for school transportation will cost a combined $156,000 more than was originally budgeted.

Following a directive from the superintendent, principals and curriculum coordinators were both asked to submit lists of possible cuts to cover these shortfalls. Geiger established that 85 percent of the cuts were to be made in personnel and 15 percent in other areas. He claimed this ratio corresponded to the actual ratio in the budget.

However, a November 14 memo from Crosby to faculty members listed the personnel portion of the budget at 78 percent, not 85 percent, and set the cost for classroom teachers at 45 percent of the budget. The final plan for budget cuts will be submitted to the School Committee on December 11.

According to Wilson, the High School has been requested to cut $121,000 from this year's budget, an amount determined by the percentage of students in the system who attend the High School. Wilson said that he didn't think he could "indicate specifically what [the cuts] are now except to say that some of them are in personnel and some of them are in the traditional supply budget areas."

> "The tidal wave is rapidly upon us. If this process does anything, hopefully it will acclimate all the parties to the seriousness of the situation."
>
> —LHS Principal David A. Wilson

Although school funds were not allocated on a per-student basis, Wilson said that the cuts were divided proportionately by number of students per school, and from his perspective as a principal, "were done fairly."

Many members of the high school community have expressed concern at the possibility of mid-year personnel cuts. Crosby said, "Obviously, to make personnel changes, you have to make changes in the classroom, and this can be exceedingly disruptive to education...We don't understand how [this problem] could have happened, and that's very difficult," he added.

According to Chairperson Polly Woodworth, the Lexington School Committee may consider an audit of the school budget.

Wilson said that, in formulating the list of possible cuts, "you want to try to be sure that you don't impact the class situation and that you don't alter program offerings."

Speaking about the possibility

Continued on page 2

Actors Bring Dream *to Life*

by Angela Yin

Where could one hear the uproarious laughter of several hundred at the mockery of the television commercial line "I've fallen and I can't get up"? Where could one see a wrestling match between lovers on a couple of mattresses? And where could one hear within this setting archaic language using "thee," "thy," and a flurry of the suffix "eth"? Where else but the Lexington High School drama performance of Shakespeare's *Midsummer Night's Dream* from November 15 through 17.

The play is set in Athens, before the Duke of Athens is to marry Hippolyta, the Queen of the Amazons. The story is of four lovers, all involved in a unusual love triangle. The conflict rests between the real world of mortals and the fantasy world of fairies. Puck, a capricious fairy, uses his powers to manipulate the world of humans, which also affects the fairy world. From this tampering, Puck gleans much glee and fun. Ultimately, Oberon, King of Fairies, intervenes among the lovers, resolves their problems, and regains the favor of Queen of Fairies Titania, who had a short love affair with the mortal Bottom. Bottom is changed into a donkey by Puck's mischief.

The consensus opinion of the play's highlight was the wrestling match between the four lovers: the fair Hermia (junior Jennie-Sue Walsh), unpretentious Lysander (junior Eric Goss), pompous and arrogant Demetrius (senior Eric Adler), and the lovely Helena (junior Jennifer Schulte).

One other scene had the audience leaving in stomach-aching laughter: the play-within-a-play of the tragedy of Thisbe and Pyramus, played in the last act as part of the wedding between the Duke of Athens, Theseus (freshman Mehron Khaghani). This overall effect was a tribute to drama teacher and play director Steven Bogart's ingenious talent in creating comedy, and to the actors' and actresses' improvisational ability, which incited uncontrolled laughter from the audience.

Indeed, the production did merit praise for Bogart. After last year's production of *Alice*, both the performers and the audience expected something original and creative. But Bogart explained that it was difficult to make *Midsummer Night's Dream* original because it

Continued on page 7

Inside:

More News 2,6
Features 3,6,7,8
Editorials 4,5
Sports 9,10

Senate Overrides Wilson's Veto

Revised Substitute Bill goes to School Committee

by Will Eisner

The Lexington High School Student/Faculty Senate recently voted to reinstate the revised Substitute Bill, which had been vetoed by Principal David A. Wilson. The bill states that if a teacher of a senior elective class is absent, the teacher may choose to cancel the class instead of having a substitute teacher. In addition, the bill states that this system will only be in effect for a one-semester trial period.

The revised Substitute Bill is a restricted version of the original Substitute Bill. The original bill was passed by the Senate, vetoed by Wilson, and then reinstated by the Senate. When a bill is reinstated by the Senate, the principal's veto is overridden and the bill is sent to the Lexington School Committee. In the case of the original Substitute Bill, the School Committee opted not to accept the bill, and it was sent back to the Senate for modifications.

The Senate changed the original bill, creating the revised Substitute Bill, which is much more limited than its predecessor. The new bill states that classes can only be cancelled if "the teacher feels that the students will use their time productively elsewhere." Also, the new bill states that there must be an assignment left for students to complete. Finally, the new bill only allows for senior elective classes to be cancelled, while the old bill allowed for all junior or senior classes to be cancelled.

The revised Substitute Bill will now go to the School Committee, which will decide whether to support the Senate's reinstatement.

In other Senate news, the Senate passed the revised Substitute Evaluation Bill. This bill states that every substitute will be evaluated at least once every year by the students in the class and the absent teacher.

Included in this bill are two questionaires, one to be used with students and one to be used with teachers. The student questionaire includes questions such as "Was the substitute able to aid students in understanding the subject?" and "Did the substitute treat the class in a fair manner?" The teacher questionaire includes the following questions: "Would you request this substitute again?" and "Did any major problems occur?" Most of the questions on these questionaires are designed to be answered on a scale of one to five, with one meaning a strong "yes" and five a strong "no."

A copy of this bill was sent together with the revised Substitute Bill to the School Committee to demonstrate other methods the Senate will use to deal with substitutes.

Site-Based Council Set

by Will Eisner

The formation of the Lexington High School Site-Based Management Council is now almost complete, and the council is expected to be fully assembled and active by January of 1991. The council, which was mandated in the recently ratified Lexington Education Association contract, will consist of students, teachers, the principal, town meeting members, parents, and other miscellaneous faculty members.

The theory behind the development of the Site-Based Management Council is the faculty sentiment that LHS could be better managed by those who work "on site" rather than those in the central office, who some consider out of touch with the needs of the High School.

It is not yet known how much power the Site-Based Management Council will wield, but it is almost certain that it will not have absolute power. The council will work in conjunction with K-12 coordinators, the central office, and the Lexington School Committee.

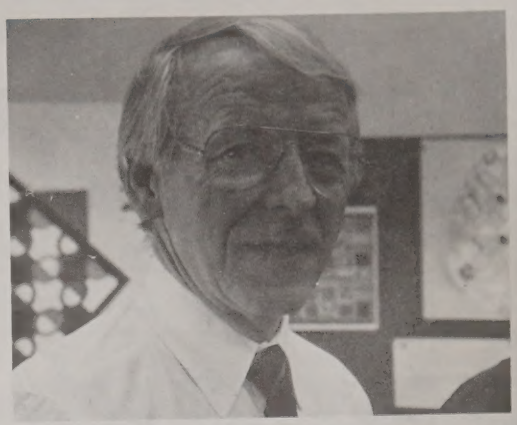
There has been speculation that the Site-Based Council's domain may overlap that of the LHS Student/Faculty Senate. Site-Based Management Council Member and Faculty Senator George Mechem said, "I see [the Site-Based Council] as diminishing the power of the Senate as a policy-making body." However, the domain of the council has not yet been established, so it is impossible to determine whether that domain will overlap with the Senate.

There are many issues that the Site-Based Council could potentially handle. For instance, the council may be allotted the High School's budget allowance and be responsible for spending it. Currently, the District Administrative Team (D.A.T.) allocates the budget money. Many believe that the Site-Based Management Council would be better suited to spend the money because of its intrinsic relation to the High School.

In addition, the council may deal with faculty structure of the High School, including the number of meetings per week of major classes, teacher load, and scheduling issues. Teacher load consists of the number of students and blocks a teacher must teach and the weekly duty assignments.

The Site-Based Management Council has not officially convened because the student and town-meeting representatives have yet to be chosen. Applications for Student Representative to the Site-Based Management Council are currently being accepted by the Elections Committee of the Senate. All interested students will be screened by the Senate to determine the representative.

There will be two student representatives from the high school to the council, one who will represent freshmen and sophomores and another who will represent juniors and seniors. It is expected that the Site-Based Management will be completely assembled by the beginning of next year.



Computer science teacher Edward C. Good, a member of the new Site-Based Management Council.

Photo by Ken Niu

Budget Crisis Hits System

Continued from page 1

of cutting professional development money, which is budgeted at over $294,000 of the system budget for 1990-1991, Wilson explained, "The Committee for Change looked into the fund and found it to be inconsequential...To cut that out would ultimately reduce the quality of what we're trying to do."

When asked if teachers could conceivably be cut mid-year, Wilson said, "That's a possibility, [but] I would strongly hope that sort of thing doesn't happen."

Woodworth emphasized that personnel cuts will be avoided, saying, "The School Committee would prefer that we make every effort to cut everything else before personnel...Personnel is our last resort."

On the November 26, a meeting was held between the School Committee and the LEA. The purpose was to discuss possible ways to rectify the shortfall with minimal effects on personnel.

Crosby commented, "I'd be happy if the School Committee told the superintendent that they have every intention of honoring the contract. They said that they did. Since he [Geiger] works for them, I assume that they will tell him that they have every intention of honoring all aspects of the contract."

In response, Geiger told administrators at a District Administrative Team meeting on November 6, "If that's the case, we're out of business. We're bankrupt if that's the case. We can't afford to honor the contract and give the town the $250,000...There may need to be adjustments to the contract."

> "We can't afford to honor the [LEA] contract and give the town the $250,000."
>
> —Superintendent of Schools Philip Geiger

Although Crosby noted that he hopes that a contract violation is not imminent, he emphasized, "We would take every available step, legal or otherwise. The first thing we [would] do would be to consult with legal advisors and then take action."

Crosby reiterated, "We need the facts, we need an understanding, and we need to feel that the agenda that's being discussed is one where everything is above board."

Wilson emphasized that the present budget problems are "but the initial understanding of what's ahead...The tidal wave is rapidly upon us. If this process does anything, hopefully it will acclimate all the parties to the seriousness of the situation so that we can be better prepared to deal with it."

Describing how upcoming budget problems will be dealt with, Wilson added, "I am hoping that through the development of a three percent budget [increase], we might be able to survive with a minimal impact for next year...The following year will be [impossible]. We've cut everything that we can, and at that point, we'll have to make some decisions about fewer classes or different programs."

SAT to Change Format, Content

by Elisa Leone

The College Board recently approved significant changes in the format and content of the Scholastic Aptitude Test (SAT), which is used by most American colleges and universities as one means of judging applicants. These revisions, which will be put into effect in the 1993-1994 school year, involve the inclusion of lengthened reading passages in the verbal section and permission to use calculators on the mathematics section. The changes mark the first major modernization of the SAT college-entry examination in 20 years.

One of the primary reasons for the SAT revisions, according to the College Board, the developers and administrators of the test, is to encourage school systems to teach actual skills and problem solving as opposed to merely coaching students specifically for the test. The new test will achieve this encouragement, maintained the Board, by putting a greater emphasis upon critical reasoning and the interpretation of data.

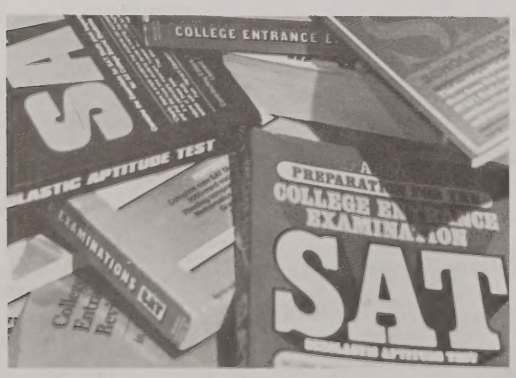
Over the years, a major issue surrounding the SAT has been its alleged biases against the lower-class and minorities. Sanford Jameson, executive director of the international division of the College Board, said that minorities "are concerned that the numbers are diminishing as to how many [members of minority groups] are going to college." Jameson went on to contend that this problem cannot be resolved simply by revising the college-entry exam. "The problem is in access to good education," he stated.

The fact that "people want more out of [the SAT] than it can ever give" is a source of continuing frustration to the College Board, according to Jameson. He pointed out that the test is only meant to predict a student's success in his or her freshman year of college. The SAT also has as "error of measurement" of about 30 points; it is not the only factor that colleges take into consideration when choosing to accept or reject applicants, he stressed.

When the changes are put into effect in 1994, the Scholastic Aptitude Test will be renamed the Scholastic Achievement Test, and will be broken down into two parts — SAT I: Reasoning Tests and SAT II: Subject Tests. SAT I will be a revised version of the current SAT math and verbal tests and SAT II will include subject area exams, which will expand upon and replace the current Achievement Tests, also managed by the College Board.

The new SAT tests will be of lengthened duration. Presently, both the math and verbal sections of the SAT have a time allotment of 60 minutes; the revised SAT's math section is expected to require up to 75 minutes, and the verbal from 75 to 90 minutes.

When asked if the SAT changes were being accepted by the education community, Jameson remarked that many "counselors, admissions officers, and teachers [seem] pleased." In regard to the revisions, he commented, "These are good ideas — they make sense for the current times."



SAT preparation books like these will soon have to be updated, in accordance with the redesigned test. *Musket* File Photo

News Briefs

Rock for Homeless Auditions Held

Auditions for the Rock For Homeless concert, previously Rock For AIDS, were held on November 18, 1990 at the First Congregational Church in Winchester.

Eight bands with members under 18 showed up to audition for four slots in the March 9, 1991 concert to be held at the same church. Each of the four bands will have a twenty-five minute set at the concert. During the audition, each band had to play two songs, at least one of which was a cover song.

The four winners were T.4.3 from Woburn, One Step Beyond from Lexington, Smokey Madras Band from Winchester and Sleight of Hand from Lexington.

Although there were supposed to be three bands made up of members 18 and over auditioning for the one forty-minute slot in the Spring concert, only one group showed up. Thus, Neon Ego from Winchester automatically won the slot.

There will also be a professional metal band from Boston, called Trash Broadway, who play at clubs up and down the east coast. They will be heading a fifty-minute set for the Rock For Homeless. Currently, they have an album out on Torrid Records that is sold at Newbury Comics.

Over a hundred people came to see and vote at the auditions. The one-dollar cover fee for voting will be immediately donated to the homeless. The proceeds of the concert in March will also be directly used to benefit the homeless.

Possible User Fees Discussed

In an effort to reduce the strain on future budgets, a group of Lexington Public Schools administrators held a meeting on November 13 to discuss the possibility of implementing user fees. The meeting was used as a forum for suggestions on how the fees should be charged and for discussing whether it is necessary to have them at all.

Many expressed concern that the fees would significantly lower student participation in activities. Physical Education Department Head Ralph Lord mentioned the negative effects of user fees at Wakefield High School, where there are not enough participants for a full soccer team.

He also noted the possibility that students who cannot afford the fees would not ask for help from the school system. "If they can't afford it, they won't ask for [financial] help. They'll deny that they need it," he said.

Student reactions to the possibility of user fees were disapproving. Many likened the fees to taxes. "It's not fair for people to have to pay It seems like we're wasting money on [other things which are] unnecessary," said junior Courtney Duff.

The prevailing consensus was that charging money should be a last resort to keep programs. "I think it's a shame that they have to take from activities, which are as important a part of [the] school environment as the academics are," said senior Annika Hipple. "But I think that user fees are better than completely cutting the program."

Senior Class Sponsors School Halloween Dance

Recently, the Senior Class Council held an all-school Halloween Dance. Senior class council members came dressed as cowpeople, farmers, pirates and the seven dwarfs. Refreshments were donated by local stores, and class council members baked goodies as well.

The dance was fairly well attended, with the largest representation from the freshman class. Most people opted to stand around in clusters rather than dance.

Proceeds from the dance will be used to defray the high cost of the Senior Prom. One senior added, "The money goes to the Senior Class Council. It just comes back to us anyway."

There was a substantial crowd, and senior class treasurer Jenny Trodella felt the dance was "a great success. A lot more people came than we expected."

News briefs written by Susan Catterall, Linda Mark, and Carol Sohn.

LHS Grad Recounts Life, Death of Friend

by Courtney Duff

"People don't always realize what an important, informative time high school is. It is a permanent part of our lifetimes,. but people just tend to brush it off while in high school." Lexington High School graduate Melanie Thernstrom, author of the recently released and controversial novel *The Dead Girl* feels this way because her friendship with fellow LHS graduate Roberta Lee "was limited to only high school." But Thernstrom still feels as if Roberta Lee is a part of her. Thernstrom's book recalls that friendship, as well as the murder of Lee, who was killed by her boyfriend while jogging near the University of California at Berkeley campus in 1984.

The book actually began as a thesis for her senior honors class at Harvard. The thesis soon evolved into a successful narrative, which was sold within a week of its distribution to New York agents Glen Hartley and Lynn Chu. According to Thernstrom, the book "is about friendships between girls; it is a 'coming-of-age' novel."

However, the book is not a reenactment of the death of Lee. Rather, *The Boston Globe* defined it as an "astonishingly delicate and sensitive memorial to a lost friend." The *Globe* wrote recently that to read Thernstrom's novel is to read "about the struggle of two gifted and privileged young women trying to find a meaningful place in the chaotic world of the mid-1980's. It is to read about the deep tidal pitches of mourning and the guilt and anguish of the survivor. And it is to read about that survivor's passage into womanhood made more quickly and perhaps more passionately because of the senseless murder of a best friend."

One of the main reasons why Thernstrom wrote the book was because she was depressed by Lee's death and was trying to sort things out. Another reason, in Thernstrom's words, "was to put all of my feelings away." These feelings also included those that she felt towards Bradley Page, Lee's boyfriend, who was later convicted for the murder. The author said she felt "complicated feelings toward Page," but is "reluctant to say exactly what they are." Thernstrom had only met Page one time before his conviction, when he picked her up at the airport during the five-week search for Roberta that ended with the police discovery of Lee's body.

After Lee's death, Thernstrom remembers that people referred to her as "Lee's best friend." However, Thernstrom does not think that it is fair for her to be labelled as such by others when Lee is unable to speak for herself. Instead, the author wants to be thought of as "someone who loved Roberta a lot." She also stressed her desire for the book to show people how special Roberta Lee was. Thernstrom said, "I don't care if people think about her the same way I do, as long as they do think about her." She added, "I want people to remember the little things about Roberta — like her teddy bear Martellis."

"[The book] is about friendships between girls; it is a 'coming-of-age' novel."

—Melanie Thernstrom, author of *The Dead Girl*

Thernstrom feels that Roberta Lee left a deep impression on her. Although it was not toward one specific trait, Thernstrom always felt very drawn to Lee. She remembers, "Roberta was a beautiful person — fascinating and smart." Thernstrom commented that many feel that young people, especially Asian Americans such as Lee, represent good students in a conventional way — as in getting good grades and participating in many extracurricular activities.

However, Lee resisted that stereotype. In her studies, Thernstrom said, Lee "was dark and moody. She would drop out of activities when things didn't go her way. She only did things she cared about; if she didn't care about a subject, she wouldn't do her homework. Instead, she would go home and read Freud, or something else that interested her." Lee was not the classically successful student, stressed Thernstrom. "She would do the right thing for herself. She took risks when she did this because she didn't have the approval from her parents or teachers."

Thernstrom insists that "Roberta lived the life she wanted to live." Conversely, Thernstrom more fits the conventional, good student stereotype. Perhaps that is why one of the things she admired most about Lee was her willingness to break away from the standard. Thernstrom now suggests that "people should be more like Roberta."

There is one portion of Roberta Lee that is missing from Thernstrom's book: the letters Lee wrote to Thernstrom while at college. Thernstrom was unable to include them in her writings because of a current copy right law which Thernstrom contends is "unfair." The Lee family owns the copyright to the letters, and refused to release them for publication in *The Dead Girl*. Thernstrom believes that this was "morally and spiritually wrong because they are beautiful and extraordinary letters. They were so moving and had literary merit." Now, Thernstrom argues, "Roberta is unable to represent herself in the book." Thernstrom feels that it was wrong to silence Lee in such a way. Thernstrom was disappointed because she "wanted Roberta to have her own part in the book."

"[Richard Shohet] taught Roberta [Lee] how to write, and would have been a great influence if she had lived."

—Melanie Thernstrom

Thernstrom thinks that Lee's parents would not allow her to publish the letters because "when people die, it calls the impulse to be possessive. The Lees wanted to be the only ones who remembered Roberta. But people have different memories, and their memories are different than mine."

Thernstrom's interest in writing did not start with her book about Roberta Lee. While attending Lexington High School, she and Lee took an independent study in creative writing with English teacher Richard Shohet. They participated in the program for two years with a group of five students. Thernstrom recalls the course as being "the best thing in high school." No credit was awarded for the course, but it was "the center of [Thernstrom's] academic life."

Melanie Thernstrom, author of the recently published *The Dead Girl*. Thernstrom attended Lexington High School along with the subject of her book, Roberta Lee, in the late seventies.

Publicity photo, copyright William Coupon

Thernstrom speaks of Shohet as having had "an enormous influence on [her]." She also said, "[Shohet] taught Roberta how to write, and would have been a great influence if she had lived." Thernstrom remembers the course as being her "first serious writing experience." It was also the first class that gave her criticism and instruction in writing, and thus the first that helped her develop her writing skills. Before taking the class, Thernstrom had written poems, but they were always something that she did at home. "The class offered more extensive encouragement in my writing," Thernstrom explained.

Along with Shohet, Thernstrom also feels that current LHS English teacher George Mechem greatly influenced her. She fondly remembers him as "a great teacher for everyone, a rare teacher for all levels. He energizes a class." Thernstrom still remembers a speech that Mechem delivered to the class from *The Tempest*. Thernstrom recalls "that it represented that he wasn't going to be teaching us anymore and that we were moving on. I remember that it brought the class to tears, and that everyone really responded to him."

In fact, Thernstrom still finds herself using many of Mechem's ideas in her creative writing course that she teaches twice a week at Cornell University. She said, "when I found out that I was going to be teaching freshman composition I got out my notebook from [Mechem's] class and it helped me. From Mr. Mechem I think that I learned a great deal about writing, and how to teach students."

Once Thernstrom was admitted to Harvard, she graduated early from Lexington High School. During this period, she accomplished a great deal of reading and writing, between the time her parents left and came home from work. Although Thernstrom remembers Shohet finding her early graduation "appalling," she also remembers it as a "neat interlude in life," and still feels that people should be allowed to graduate early.

So far, Thernstrom has found that she "likes teaching, and in the future will be doing some sort of teaching and writing." She also enjoys teaching Hebrew School and different ages of students.

Currently, Thernstrom is working on a novel she started about two years ago. It is entitled *The Possibility of Home* and consists of linked short stories concerning the main character, Gretel. Gretel writes poetry and is trying to make a home for herself and find a place in the world. Thernstrom explains, "It shows the life of a young woman and follows it through."

Between making appearances on numerous talk shows and being featured in many newspaper and magazine articles, Melanie Thernstrom hopes that she will be able to find time to do what she enjoys most — writing.

Au Revoir to Exchange Students

by Courtney Duff

We saw the welcome signs around campus, and shared the anticipation and excitement of the fifteen Lexington High School students who were chosen to participate in this year's French Exchange. Finally, on October 25, fifteen French Exchange students from Lycée Descartes in Antony, France arrived at Lexington High School, anxious to meet their correspondents.

Junior Deborah Binder said, "Everyone was really eager to finally meet their French students. After waiting since mid-June to meet them, you can imagine how excited we were." While junior Suzanne Kulin was "curious as to what her student would be like," junior Abbie Lawrence admitted that she was "a little scared." When the LHS students met their French students, the American hosts were satisfied to have finally made the acquaintance of their new French friends.

The Halloween Dance, Newport, Plimouth Plantation, Harvard Square, Boston, T-rides, the Lexpress and trick-or-treating were just a few of the "American traditions" that the French students enjoyed during their three week stay. For the French students, it was their very first encounter with Halloween, since it is not celebrated in their country. Binder's student commented, "Trick-or-treating was so much fun! But, it's such a silly thing to say — I was too embarrassed to say it."

The Parisian impression of America was surprisingly different from the realities. Junior Jennifer Schulte's correspondent said during a French presentation, "The ice cream here is too much for me to eat." Junior Heidi Ludwig's student agreed, adding, "Everything in America is so big."

The two exchange students were also impressed by the cleanliness of the High School. They commented, "In France, the school is very ugly and grafitti is everywhere. But here the school is nice and there isn't any grafitti on the desks or walls. It's a nice place to be."

"I'm looking forward to going and seeing [the French students] in France in April. It was great to have the French teachers back in Lexington."

—Foreign language teacher Karen Girondel

Aside from the appearance of the school, other differences were noted as well. The shorter school day, the variety of extracurricular sports and activities offered by the school, the short lunch blocks, and the lack of strict rules were surprising to many French students. Ludwig's student said, "In France, we are not allowed to get up from our seat for a drink of water or to use the bathroom. We must wait until class is over, and we are dismissed by the teacher."

Many of the LHS students who take French saw presentations by the exchange students during their classes. Some presentations included music, slides of Paris, and talks about Antony or the French school system.

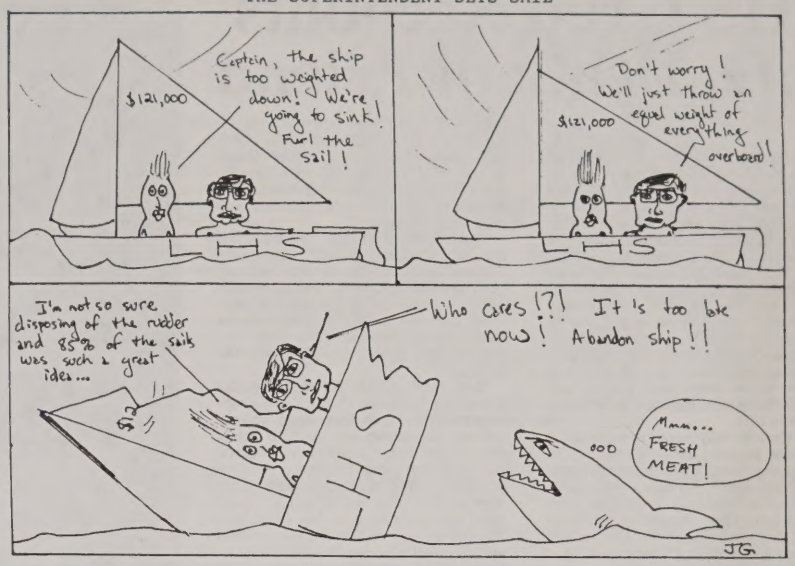
Karen Girondel, LHS French teacher and co-advisor to the exchange program, along with Sally Nelson, stated, "The [French students] were very willing and interested to talk to kids in classes. That was the real benefit of the exchange. I'm looking forward to going and seeing them in France in April. It was great to have the French teachers back in Lexington."

During the days before the French were to depart, many of them insisted that they did not wish to go home. But on Friday, November 9, the exchange students reluctantly boarded the bus to take them to Logan Airport, where they flew to spend one night in New York, and then back home to France.

The Americans were sad when they had to say good-bye to their exchange students, but are looking forward to the upcoming trip in April, when they will be the recipients of French hospitality.

Budget Cuts Must Be Scrutinized

THE SUPERINTENDENT SETS SAIL


Captain, the ship is too weighted down! We're going to sink! Furl the sail!
$121,000
Don't worry! We'll just throw an equal weight of everything overboard!
$121,000
LHS
I'm not so sure disposing of the rudder and 85% of the sails was such a great idea...
Who cares!?! It's too late now! Abandon ship!!
Mmm... FRESH MEAT!
JG

With the announcement of a $400,000 shortfall in this school year's budget, the Lexington School System finds itself in the midst of another budget crisis. If the quality of education at Lexington is be even remotely preserved, then the sensationalism that usually surrounds such difficult situations must be avoided. Although the crisis may put certain jobs and programs in jeopardy, it is essential that the problem of solving the budget be approached rationally.

In times of budget difficulty it is best to reevaluate the importance of each aspect of education, weighing it carefully against all others. To do so, specific criteria should be established to judge the value of each item. It seems most appropriate to judge the importance of budgetary items in terms of their effect on educational quality — both the extent and directness of that effect. Judging the value of budgetary items solely upon their cost is completely inappropriate, establishing money as a finite goal instead of education.

When cuts are to be made, it is also most important that the enforcing body use appropriate process. A careful scrutiny of the means is always necessary when jobs and programs are at stake. Lastly, the general public must be kept informed and educated about the reasons behind specific cuts and even earlier in the process, about the value of items considered for cutting. Implicit here and in general with the democratic process is the understanding that the only educated decision is one that is reached with the active participation of the general public.

The current budget policy of the central administration fails to meet even these very simple and intuitive guidelines. In early November, when faced with the current crisis — the need to cut at least $400,000 from the school system's 1990-1991 budget ($121,000 from the High School) — Superintendent of Schools Philip Geiger sent a memo to all faculty mandating that 85 percent of this sum come from personnel and 15 percent from other areas. His reasoning was the following: Because 85 percent of the budget is earmarked for personnel, the amount being cut should follow that same proportion. In actuality, only 78.8 percent of the budget is spent on personnel, and only 44.8 percent on classroom teachers.

On the surface, maintaining this proportion seems justifiable; however, closer scrutiny will show that this decision fails to meet certain logical standards and in the end will most likely prove extremely destructive. Although much of the budget is spent on faculty, financial considerations alone do not justify cuts. In fact, it stands to reason that part of the rationale behind spending so much money on personnel is the faculty's absolute, intrinsic value to the educational process. Because the school has fairly ample supplies for the present, it is the teachers who most directly affect education. In addition, any personnel cuts in the midst of the school year would wreak havoc, rendering already overcrowded classes unbearably full. *Teachers* have the most important responsibilities in the educational process; anyone who claims otherwise has been too far from the classroom for too long.

Decisions that will affect the quality of education in Lexington for years to come simply cannot be made from the outside. It is imperative that the community, the teachers, and the students be involved from the very beginning of the process. The town and the school system have done a very poor job of educating the public in anticipation of the present budget crunch: the citizenry should be constantly kept up to date. It is unfortunate that the new site-based council could not be prepared in time to act on this budget difficulty, but that hitch does not justify making decisions arbitrarily and without general consent.

There are undoubtedly several areas that have not been as closely scrutinized as they should be. Two of these are professional development and central administrative salaries. According to figures obtained from 1990-1991 budget, the amount of $294,565 is currently budgeted for professional development — 168,410 on consultants, 59,755 on in-state travel, and 66,400 on out-of-state travel. Of this nearly $300,000 budgeted for professional development, the four central administrators alone account for over $120,000. Certainly, the value of professional development to education is not nearly commensurate with that of personnel. This evidence alone would seem to invalidate the 85 percent-15 percent breakdown Dr. Geiger has proposed. Whatever the central administrators learn at the conferences they attend, it would have to be of fantastic value to justify anywhere near an 85-15 breakdown.

As for the salaries of the central administrators — Dr. Geiger, Assistant Superintendent for Personnel and Administration Richard Barnes, Assistant Superintendent for Curriculum and Instruction Bruce Storm, and Director for Planning Frank DiGiammarino — together, they are slated for an average 9.8 percent increase for the 1991-1992 school year, according to figures obtained from the central office in mid-November. The average teacher's increase for the next school year will be between five and 5.5 percent. This is simply unjustifiable: Everyone must share the burden of budget cuts, including members in the highest salary bracket.

The blame, however, does not fall solely upon the administration. Without groups like the site-based council, the teachers and students are virtually powerless to affect real change in how the budget will be drafted. It is therefore the responsibility of the parents and the taxpayers of Lexington to demand the necessary information and to direct the spending of the money which, for the most part, came out of their own pockets. Of the $400,000 shortfall, $156,000 are the result of rising fuel costs precipitated by the Persian Gulf crisis, but what of the other monies? The town of Lexington deserves a straight answer to this question, and it must demand one. Even more to the point, the town must ask which areas of the budget least affect quality of education, and demand that those areas be cut first.

But these question go unanswered and, even more disheartening, unasked. The parents of this community have remained virtually uninvolved on these very grave financial decisions that impact directly and severely upon their children's education and their tax dollars.

We demand closer scrutiny of all areas of the budget, and urge the town to do the same. Cutbacks in faculty must be viewed as a last resort.

—Ethan Ehrenberg and Jeremy Giller

Site-Based Council Should Be Alloted Genuine Powers

The purpose behind the newly constituted site-based management council is an admirable one: to give students, parents, and teachers a greater say in the running of the Lexington School System. But numerous hurdles still need to be cleared if we intend to make the council a viable entity.

Perhaps the most serious problem that the council faces is its seeming lack of power. The Lexington Education Association (LEA)-Lexington School Committee contract, which created the site-based council, does not specify whether the council's decisions will be binding. This flaw must be corrected if the body is to be an organization with real, rather than symbolic, authority.

The contract's provision that council decisions must be made by consensus should also be amended, as it threatens to render the body ineffective, bogging it down in perpetual disputes over contentious matters. A system based on a two-thirds majority requirement would be less unwieldy, while still granting considerable influence to minority groups on the council.

In addition, the underrepresentation of students on the council must be redressed. Currently, the council is to include only two students out of a total of about fifteen members. The school is ultimately intended to serve the students; therefore, they should clearly have a greater say in their own fates. At this time, the council includes eight teachers. Students deserve at least an equal voice.

According to the LEA-School Committee contract, the site-based council has the obligation to determine the areas of policy it will manage. Two areas seem to be particularly good candidates for council control: the curriculum and the disbursement of budgetary funds.

Control of the curriculum would allow the council to decide upon courses offered and teachers for each course. The members of the council would be closely familiar with the high school scene, allowing them to reach better decisions about curriculum matters than could be attained at a higher level. For the first time, students would have an official say in curriculum policy. In a time of potentially severe budget cuts, it is vital that students have an input in curriculum decisions because they would be impacted most severely if any courses were to be dropped or new ones added.

The teachers on the council should also play an important role in the curriculum process since they are in an excellent position to judge the quality of existing courses and determine the suitability of their colleagues for specific assignments.

The budget is also an area over which the council should have authority. Teachers and students are likely to be more familiar with the needs of the High School than are either the leaders of the administration or the members of the School Committee. Teachers witness the budget's strengths and weaknesses first hand. Also, the site-based council would have an incentive to eliminate wasteful expenditures since its members would be directly affected by the loss of funds that results from unwise appropriations. No such incentive exists in the case of the administration or the School Committee.

Unfortunately, the council has been excluded from the ongoing deliberations for next year's budget. At present, the council has not even been officially constituted since the student members have yet to be chosen. It is unclear whether the delay in forming the council is an accident or a premeditated attempt to take the council out of the budget process. Whatever the cause of the problem, it is imperative that the budget deadline be pushed back if at all possible. This would allow time for the council to at least be consulted. In any case, the budget process currently appears bogged down in the controversy over the "missing" funds from the last two years; thus, it should not be difficult to change the deadline for next year's budget request.

Control of the curriculum and the dispensing of funds are not necessarily the only functions that the site-based council should take on, though they are two of the most important ones. In deciding which issues should fall under its jurisdiction, the council must attempt to search out those areas of policy which, similar to the budget and curriculum, could benefit from more localized control. It should also avoid unduly undermining the authority of the LHS Student/Faculty Senate, which has already had conflicts over the distribution of power with the administration. Any council decision to extend its authority to an area under the purview of the Senate should be made only with the Senate's consent.

Good intentions are not enough to make the site-based council effective. In public policy, even the best plans are useless if the political will to fully implement them is lacking.

Such unsigned editorials express the general opinions of the entire Musket *editorial board.*

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Substitutes an Essential of Quality Education

Clearly, the greatest educational opportunities at the High School are provided by substitutes. Not only do pupils learn the skill of teaching off cuecards, something that may prove invaluable in their future, but they also often receive lessons in family genealogy, the styles of the disco era, the truths and myths of polyester, the alternate cultural experience of Woodstock, and in-school cures for insomnia. For instance, about a week ago in English class, a substitute introduced his class-for-a-day to the literary contributions that *The Enquirer* and other tabloids have made to Western Traditions. The absence of such educational enrichment would deprive our students of a chance for true cultural literacy not present in the standard curriculum.

The LHS Student/Faculty Senate recently forwarded a presumptuous bill suggesting that the school attempt a pilot program whereby teachers of exclusively senior classes would be allowed to cancel class rather than hire a substitute. To deprive any student, even a senior, of such an unparalleled academic opportunity speaks poorly for the school system of Lexington. The very fact that students were essential in the passage of the bill is evidence of their inability to be handle freedom and responsibility.

Substitutes prevent intellectual stagnation. For example, why learn history when one can refresh memories of "7-up" and other elementary school games, or refine the skill of copying over text books? Everyone knows that idle hands do the devil's work. Recently, in a beauty pageant, a contestant said, "I think everyone should hold hands. If they did, nobody could be holding a gun at the same time." The administration discovered that substitutes are an efficient way to implement this principle. The results have been dramatic: There have been no murders since the institution of the current substitute policy several years ago. The Senate should have heeded the infinite wisdom of the central administration and recognized the priceless addition that substitutes make for Lexington education.

Even if substitutes did not offer such intense intellectual experiences, allowing teachers to cancel classes would give students the opportunity to wreak havoc on the High School and Lexington community. Assuming that twelve years of education prepares children for the task of passing an hour peacefully is only asking for trouble. The fact that we have an extremely busy security guard on the premises is proof that Lexington students cannot be trusted. Instead of discussing the additional freedoms that teenagers should have, perhaps this community, and the Senate in particular, should entertain plans to herd students in large numbers into stuffy rooms to be taught trivia. Maybe, in fact, all teachers should eventually be replaced with substitutes to ensure that students learn nothing that may give them ideas on how to someday beat the system.

—Jon Goldblatt and Ethan Ehrenberg

Letters to the Editor

Senate Passes Resolution Regarding Budget Crisis

To the Editor:

The following resolution was adopted by a unanimous vote of the Lexington High School Student-Faculty Senate on November 14.

A Resolution of the Lexington High School Student-Faculty Senate On the Present Budget Crisis

Over the past two years the Lexington School System has been forced to make a number of dramatic and significant budget cuts in an effort to bring its expenditures in line with the revenues that have been made available to it by the Town of Lexington. During that period Lexington High School has been asked to make the deepest and most disproportionate cutbacks.

Once again the Lexington School System is being asked to cut upwards of $400,000 from its present operating budget by January 1991. Of that amount a full $121,000 is earmarked to come out of the high school budget. We, the members of the Lexington High School Student-Faculty Senate do hereby wish to voice our protest against the measures under consideration and would like to put forward the following positions:

1. We feel that each school within the Lexington Public School System should be funded on a per pupil/per school basis. At present this is not the case. Under such a plan Lexington High School would receive a percentage of the overall school expenditures commensurate with the number of students within it.

It was recently announced that projected cuts from the present budget will be made on a per pupil/per school basis. Since the high school is not funded on this basis, we find that to cut costs on such a basis is patently unfair.

2. In order to clear the air and dispel any possible rumors, a full explanation of the budget amounts in shortfall should made to employees within the school system and to the public at large.

3. The Lexington Superintendent of Schools recently ordered building principals and curriculum coordinators to make the current projected cuts along the lines of 85% from personnel and 15% from other areas.

With last year's budget cuts the high school lost eleven (11) full time professional staff positions. That amounted to 50 fewer classroom sections. This action has caused many mainstream classes to be woefully overcrowded. It has also led to a myriad of scheduling problems that have proven to be virtually unsolvable.

We do not feel that any further staff cuts, regardless of how small, should be made at this time. To do so would only further exacerbate an already unpleasant situation. In addition, any staff cuts made among teachers at mid-year would serve to create vast disruptions for students, teachers and administrators alike.

We, therefore, strongly suggest that any impending cuts that must be made during the 1990-1991 school year be made in areas other than professional staff. We suggest that building principals, staff and students be allowed to make their own determinations as to where additional monies should be cut from the 1990-1991 school budget.

4. Continuing to cut into the high school academic program as has been the case over the past few years can only serve to diminish the quality of the curriculum and further erode the quality of educational services provided for students at LHS. In addition, it will also serve to further limit the academic choices that students will be able to enjoy at the high school.

Therefore, we urge the Superintendent and the Lexington School Committee to consider other, non-academic, areas for projected cuts. To do otherwise, we feel, would do nothing less than put the academic quality and integrity of Lexington High School at risk.

Anjan Mukherjee
Samuel Kafrissen
Palyn Hung
The Executive Committee of the LHS Senate

More letters page 8

YOU FORGOT TO CROSS THE "T" IN "SATIRE" AND YOUR FLY IS OPEN.
ARE WE GOING TO HAVE TO, LIKE, KNOW THIS?
CAN I GO TO THE BATHROOM?
WONDERFUL CLASS PARTICIPATION TODAY! THOSE OF YOU WHO DIDN'T SPEAK, REMEMBER YOUR GRADE WILL SUFFER! LET'S GET THOSE HANDS UP!

Awareness of Trash Needed

Recently, due to the unseasonably pleasant weather, Lexington High School students have enjoyed eating lunch outside later in the year than usual. Unfortunately, lunchtime often resembles a scene from Alfred Hitchcock's classic film *The Birds* because of the multitude of seagulls swooping and flying overhead. However, instead of attacking people as in the film, the birds attack students' litter. Nature's unexpected gift of a long Indian summer has been spoiled by the carelessness and apathy of people.

Despite attempts by teachers to motivate students to throw away trash, groups often leave piles of litter as they depart. Ironically, many students, failing to realize that they are the cause, complain about the birds and their dropping excrement. In fact, some students have been observed hurling remnants of their lunch at the birds either in an appallingly idiotic attempt to drive them away or, even more inexplicably, as a means of entertainment.

LHS may pride itself on the quality of its education, but its students are not yet wise enough to realize the value of of a clean environment. Though students may find the seagulls out of place on the school grounds, the birds find a distressingly comfortable home on the trashy LHS campus.

Also evident around the school are empty soda cans decorating the halls and sidewalks. Only minimal effort is required to throw the cans in the recycling containers located in cafeterias around the school. The Marriot Corporation gains money from deposited cans, which in the long run will reduce the inflation of school food prices.

While being bothered by seagulls or concerned about food price are good reasons to throw trash away for students who care only for themselves, maintaining a clean environment should be reason enough for the rest of us.

Such unsigned editorials express the general opinions of the entire Musket *editorial board.*

New SAT Won't Solve Problems

The biggest problem with the Scholastic Aptitude Test (SAT) is that it does not test aptitude, as its creators claim, but rather tests only achievement. Many colleges regard the SAT as a measure of a student's ability to perform at the freshman college level. However, using SAT scores in this way fails to recognize true ability. The verbal section of the test is simply a test of vocabulary. It is as if the Educational Testing Service has decided which words are important in life and your "fate" is decided by how many of them you know. The only way the test differs from a simple test of vocabulary is through imaginative sections of antonyms, analogies, sentence completions, and reading comprehension. Success in the mathematics section depends largely upon recognizing certain tricks in basic problems, not upon broader math concepts.

Recently, plans to make changes to the SAT in upcoming years were announced. These changes are intended to solve the problems of cultural bias, "coachability," and, more generally, that the test is not a true measure of aptitude. The "sweeping" changes announced include having non-multiple-choice questions and an essay section, and allowing calculators for the math section. The majority of the test will remain unchanged. Such band-aid solutions will fail to solve the serious flaws inherent in the test.

Since the sixties, the SAT has been attacked for its cultural bias. However, despite the continuing criticism, the new test will still require students to memorize the so-called "SAT words" that many consider erudite, useless, and common only to particular socio-economic classes.

Currently, private organizations can be hired to train students to take these tests. Not only does this practice conflict with the basic ideals of education, but these SAT courses are only available to those who have the money. These agencies have had little difficulty in updating their courses each year based on the previous year's test. In fact, these new changes will only set these courses back temporarily, making everyone equal for at most one year.

The changes are wholly misdirected since they do not address the more general problem that the SAT attempts to measure the immeasurable "aptitude" of students. The problem lies in the whole philosophy of the SAT. Thus, the only solution is to do away with the test entirely. Several colleges have already taken this action. But until the larger universities and broader educational community follow suit, the problem will remain unsolved and the sham of the SAT will continue unhindered.

—Bryan Williams

LHS Discusses Substitutes

Indian summer weather allowed many students to eat in the Senior quad during November.

Musket File Photo

by Jonathan Feldman

Most students have dealt with the substitute who was assigned to cover a foreign language class, but didn't know one word of the language, or had a substitute who didn't understand the instructions left by the teacher. The lack of qualified substitutes and the fact that substitutes do not have to be certified teachers is a problem facing Lexington High School, along with most other schools across the nation.

Since last school year, the LHS Student/Faculty Senate has been working on a substitute bill that would reduce the number of class periods with substitutes.

As it presently stands, the bill would give teachers the option of cancelling their senior classes rather than have a substitute come in, provided an assignment were left for the students.

In late October, LHS Principal David A. Wilson vetoed the bill. The senators felt so strongly about the bill that they reinstituted it over his veto with a three-quarters majority vote.

If passed by the Lexington School Committee, the bill will take effect for a trial period of one semester.

Sophomore senator Matt Lippert commented, "I voted for the substitute bill because most of the time the substitute is unqualified for a high-level course or doesn't even know the language they are substituting for. Many times they end up telling jokes or getting off the subject with an odd story."

According to Wilson, one of his main concerns about the substitute bill is a return of the chaos of seven years ago when a bill similar to this one was enacted.

Parents often didn't know where their children were and when students were allowed to leave campus, many times there was no way of reaching them.

In his memorandum explaining his veto of the bill, Wilson stated, "I know of no other single unifying negative factor reported to us by parents than the position of their child being sent to school without knowing that several of their classes were going to be cancelled."

Senior Mike Kennedy supports the substitute bill: "There are two different kinds of substitutes: the baby sitters are in one group, and the other group are those that actually have knowledge of the subject. It's about time we had a bill like this; we need to get rid of the baby sitters."

In a French class recently, junior Sarah Johnson reported that the substitute, rather than teaching French, gave the class a lecture in which she told them to write letters to President Bush to get troops out of Saudi Arabia.

Former house master and current English teacher William Nichols agrees with the substitute bill while expressing caution. "This bill is fine the way it is now, because it is only for seniors. But I've been through this kind of thing before, and it's chaos to cancel classes for underclassmen and try to deal with study halls." Speaking as a teacher, Nichols said, "I don't want someone else teaching *Macbeth*, so I would have to find something else for the class to do."

Science teacher Edgar Stuhr expresses a similar concern. "You can't count on a substitute to run a biology lab, and sometimes there are safety precautions which the substitute wouldn't know about. I end up having to find a video for the class to watch that day and even then sometimes it takes half the period for the substitute to find the VCR or get it set up."

On the other hand, Sarah Keren, a substitute for 15 years and presently the full-time substitute for the High School, agrees with Wilson. "Six or seven years ago when a bill like this was in place, there was chaos and overall a terrible ordeal. Also, you can't treat seniors selectively; the teacher may know that one particular class cannot handle a free period, but to deny those students that privilege would cause a lot of animosity between them and the teacher."

Keren also feels like she contributes to the school. "A teacher could put me in charge of something they would rather not waste time on, such as research where the class could run itself. This way, the teacher can spend time teaching."

Mary Phelain, who finds the substitutes for teachers whose absences are planned in advance, noted, "I try to pick a substitute who the teachers have been happy with in the past, but sometimes that person is not available."

Biking Across New England

Continued from page 8

continues to talk.

The rain stops a while later and we hop on our bikes after thanking the old man for the shelter. We roll into Burlington in the early afternoon. In search of a desperately needed laundromat, we coast around the city. A light drizzle was now falling in the late afternoon. Knowing that we couldn't afford a hotel and that the nearest campground was seven miles out of Burlington, we feel a kind of anxious misery settle upon us.

As we are riding, dampened by the mist, the air becomes chilly.

"Where you guys bikin' from?"

Surprised, I stop. Turning around, I see a man hobbling out his front door onto his porch. He yells again, "Where you guys from?"

Bryan answers, "Lexington, Massachusetts."

"You guys got a place to stay tonight?"

"No, not really," we reply.

"Well, you guys can crash here if you want," he gestures to his apartment. We have a place to sleep. We stay up late, chatting with this guy, who's name is Cheddi. We find out that he had been on the road for two years, bike-touring the United States. He is in the middle of writing a novel about his experiences and ideas that he developed from his two years of seeing America up close. He is an avid cyclist, but had gotten into an accident two weeks earlier, which explains his limp. He tells us stories about different places he visited and his views on life. He says, "I should have been killed in the accident. That's way I'm being so philosophical." We sleep on the living room floor. He's a great guy.

Wednesday, June 20, 1990.

"Wake up, sleepy head."

I look up and Cheddi is standing in the doorway. He tells me that breakfast is ready. He has cooked up an amazing meal, home fries with green peppers and mushrooms, scrambled eggs and tea. He says, "I know how hungry I got when I was touring." He leaves, saying that he has some errands to run. Before he goes, he gives us the keys to the apartment, telling us to come and go whenever.

Later, we go to UVM's admissions office and take a tour of the campus. The tour guide is impressed that we had biked from Lexington. It is a nice day. We decide to take the ferry across Lake Champlain to New York State's Adirondack Mountains. Our bikes look out of place next to all the cars on the ferry boat. After the hour ride, we wheel our bikes on shore and give each other high fives, congratulating each other on the fact that we have reached four states. We take a road out of Port Kent and head further into New York. We come to a scenic spot, Ausable Chasm, and stop on the bridge overlooking the gorge. We start joking around and say to each other, "Owwwwzable Kasm." Bryan insists that it is pronounced, "Kasm." I keep saying, "Chasm." We crack up. Life is good.

After riding around for a couple more hours, we take the ferry back to Burlington. We eat at a place called Ken's Pizza, where we discover an incredibly pretty waitress. We tell Cheddi about her when we get back. He says with a smile, "This may be the reason to come to UVM." The night brings more discussion about culture, America's changing role in the world, the South, and biking. He shows us a better route to get home and says that we could probably make it back home in two days. We sleep well.

Thursday, June 21, 1990.

After another great breakfast of scrambled eggs, fresh-baked bagels, cereal, and tea, we pack our gear and load up our bikes. It is a weird feeling, saying goodbye to your best friend for two days and not knowing whether or not you'll see him again. But Cheddi wishes us good luck and we're on our way. We reach Montpelier by noon and eat a strange-tasting lunch of peanut butter and jelly on cinnamon raisin bread. We mail postcards at the post office. Looking at the map, we estimate that we have another 70 miles to go.

The day is reduced to a counting of miles, uphills and downhills. All I think about is reaching Bethel, then getting to Woodstock, then to Rte. 44. The wind is at our backs and the sun is in our faces until we are about 10 miles away from Ascutney. Clouds begin to roll in as darkness falls. Bryan falls back and we're each riding alone. I am cold, tired, and far from comfort. The last thing I need is rain, and it begins to drizzle just as we reach the campground. It is nearly dark when we get to our campsite. Just as we unload our packs, it begins to pour. We put our stuff on the picnic table and cover it with plastic trash bags. We head to the bathroom to wait until the rain lets up. Cold rainwater drips off our noses as we try to keep warm. I sit down, leaning against the wall. I close my eyes, and feel myself nodding off...

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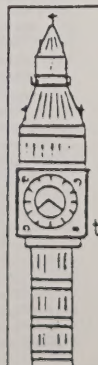

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Music and Laughs at Fall Jamboree

by Susan Catterall
and Sebastien Morel

"Yo, what's the Fall Jamboree?" my friend asked in an "oh, it sounds lame" tone.

"Well, I don't really know. I just have to write an article for the *Musket* on it," I said, grimacing.

This "Jamboree" took place on November third, and earlier the same day I had suffered "SAT Hell." I wasn't ready for any another activity remotely related to school. Well, I got my article done and had a good time, too.

I paid my three-dollar admission, which I learned would go to the Joe Dominico Scholarship fund, and sat down with some friends. As I took off my jacket I looked around and saw that there was a pretty decent-sized crowd. Not "jam-packed," but it was big enough so that it couldn't just be parents. I perused my program, but it really didn't help much as I was unfamiliar with most of the groups and had no clue what "a cappella" meant!

The lights dimmed and LHS English teacher George Mechem, the master of ceremonies, strutted onstage wearing a spiffy tux and a bright red sash. He gave a warm welcome and, while flashing his Cheshire cat smile, promised that he would not tell any jokes. Of course, he proceeded to do just that, but with a twist: he never revealed the punchlines. Mechem began by saying that just prior to coming onstage, senior Brian Lee had forced him to tell the following joke:

"How many Euphonics does it take to change a lightbulb?" he asked, reading off his notecards and flashing his famous "Mr. Meech" smile again. The Euphonic 12 entered after Mechem's promise to consider telling the audience the answer later.

The Euphonic 12, a female vocal group (formerly "The Bobby Sox") walked on stage and set up in the classic semi-circle formation, with senior Tissa Abedinejad conducting. As they began to sing "Will You Love Me Tomorrow," I realized what a cappella meant: No instrumental music, just voices wafting through the air.

The first solo of the night conveyed the high caliber of talent at the high school level. Juniors Jen Schulte and Molly Van Etten both had solos in the song. For the second song, "The Rainbow Connection," the group switched to a more informal formation. Four Euphonics stood up in the spotlight while the rest sat down on the edge of the stage in the shadows, producing a campfire-like effect, perfect for this classic song.

Mechem reappeared, bringing more laughter from the crowd by asking "How many Pitchpipes does it take to change a lightbulb?" He claimed that he only told the joke for reasons of sexual equality.

The eighteen Pitchpipes jogged onstage with little to no grace, sounding like a herd of stampeding rhinos. Forunately, they sang better than they ran. The first thing I noticed was their attire, which ranged from dressy, buffed shoes and crisp, white shirts to unbuttoned, faded flannel shirts which hung over ripped jeans.

Seniors Bryan Williams and Ethan Ehrenberg had the first solos in "Scarborough Fair." Williams was his usual stunning self and Ehrenberg, who I didn't know sang well enough to perform, suprised me by providing a perfect harmony with his bass backup.

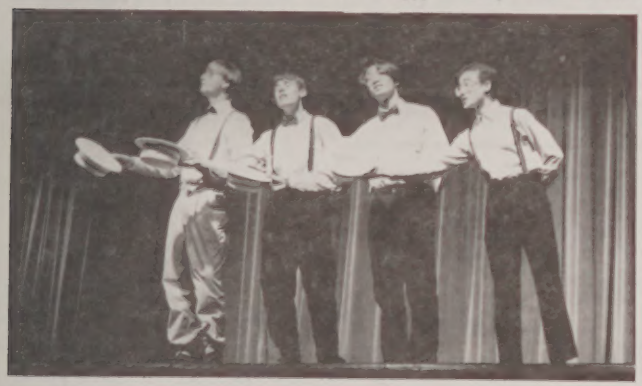
One of the highlights of the evening for me was junior David Berger's solo from "The Little Mermaid." Berger, clad in a straw hat, sang "Kiss the Girl" in a thick, affected Jamaican voice that really got the crowd going. Like Sebastian, the crab/composer in the movie, Berger drew in Yeh-Jiun Tung, John Kramer, Stephen Cooley and George Wang as the other "sea creatures" to round out the melody.

Although a little boy fell asleep in the front row, I found the Vintage Four, an all male group, to be amusing and very talented. They sang the barbershop quartet arrangements "Sincere" and "How Can I Miss You If You Won't Go Away," as well as "Happy Birthday" to senior Mike Ouyang. I'm sure we can look forward to hearing the guys on Valentine's Day.

The special guests of the evening, the Brown University Chattertalks, were the first female alumni group ever to appear at the Jamboree. The group gave a very upbeat performance, displaying real talent. One soloist, dubbed "Hot Babe" by four guys in the back row, steamed up the stage with her renditions of "Heat Wave" and "Dancing in the Street." Their next number, "God's Gift to Women," harassed the males in the audience while bringing cheers of encouragement, several comments such as "right on", and "damn straight" from the females in the audience.

The Chattertalks also displayed their performing talent in their two skits: "Chattertalks During Rehearsal" and "The Benefits of Being an Alto." The girls showed the audience several "live photos" by instructing the audience to open and close their eyes while they posed in a series of comical positions. The alto skit, which played on many popular female stereotypes, had the crowd roaring. One example from the skit: in a squeaky soprano voice one girl exclaimed "Oooh! What muscles! Do you work out?" as opposed to the husky alto, "I want that bod."

Revealing the link between the high school and college groups, LHS alumni Joanna White, sang the ever-popular Valentine Quartet number "Amoeba Baby."

I left humming to myself the words to "Desperado," their final number, and realized that good old "Mr. Meech" had never revealed the punchlines to his much-anticipated jokes.

From left, seniors John Kramer, Bryan Williams, and Brian Lee, and junior David Berger conclude one of "The Vintage Four" numbers. Photo by Ken Niu

Midsummer Night's Dream a Fall Success

Continued from page 1

is "Shakespeare's most popular play to be performed."

Bogart played around with the original and counted on his performers to improvise actions. Bogart had, in fact, created another character: Shadow Puck, played by senior Leslie Katz, who was "another reality of Puck."

He explained that Puck (senior Julienne Webster) was "almost cruel sometimes. But with Shadow Puck, we could explore [Puck's] darker side, not in a heavy psychological way, but in a comical way."

Many people, though confused with this new character at first, thought that Shadow Puck added a special touch to the play. Sophomore Andy Blumsack commented, "For Mr. Bogart to create such a character and have it be so effective says something about his superb talent in directing. Shadow Puck never spoke, but you could feel her presence through [Katz's] acting and her character pervaded the ideas of the play."

As for the fairies and the set, Bogart was inspired by the paintings of Joan Miro, which emphasize the contrast of black and white. Bogart's intent was to intensify the conflict between the King of Fairies (senior Marc Greenberg) and Queen of Fairies (sophomore Tanya Frank). The King's fairies were predominantly black, while the Queen's fairies were mainly white, strengthening the contrast between the two.

The costumes were a spattering of different time periods that not only modernized the play to relate to today's audience, but also retained some of traditional Shakespeare. Bogart claimed that this was done to "keep the central idea [of Shakespeare] that the entire world is in conflict."

Junior Deborah Binder, the costume head for the production, said, "The costumes work really well, but when you think of Shakespeare, you think of something traditional." She did not, however, believe that the costumes were a detriment to the play because "people [were] expecting something different."

Bogart also "tried to find a way to make Shakespeare more accessible to us by exploring the physicality of the language." He cut many of the spoken lines and replaced them with actions, hoping that the intent behind the scenes would not be lost. An example he cited was the creation of the lovers' wrestling match.

Senior Ouyang related breathlessly, "It was incredible! Arzhang [Kamarei, as Bottom] was amazing because he fit his character so well. It was also unexpected from him." Senior Rick Zeoli exclaimed, "This was the best of the plays I've ever seen at the high school."

Freshman Dave Lin, playing Francis Flute and then Thisbe in the play-within-a-play, gained much experience from the production and the performance because it was "the first big play that I've ever been in." He played opposite Kamerei, who was Bottom and then Pyramus in the mock tragedy of Thisbe and Pyramus.

> "I thought the play would be dull and boring, like something an English teacher would teach. But it turned out to be fun and nothing like I expected."
>
> —Freshman Dave Lin, Francis Flute in *Dream*

Lin came into LHS very much a novice in the world of drama. He said, "I thought the play would be dull and boring, like something an English teacher would teach. But it turned out to be fun and nothing like I expected."

The originality of this rendition of *Midsummer's Night's Dream* was a pleasant and unique surprise to everyone. The play incited humor from many in the audiences. Freshman Chuck Doerr thoughtfully commented, "I don't think Shakespeare intended *Midsummer Night's Dream* [the way it was performed], but then again, Shakespeare thought the earth was flat."

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Spaniards Visit LHS

by Nicole Silverman

Seven students and a teacher from the Betania-Patmas School in Barcelona, Spain, recently took part in the 1990-1991 Spanish Exchange. Although some of the students had previously visited America, they decided to return, as Spanish exchange student Mark Perez Klein said, to "see America and [learn] to speak better."

The students spent their two and a half weeks in America sight-seeing, attending classes with their hosts, and making presentations for LHS Spanish classes

While some students were happy with the amount of English they learned, others felt that they could have learned more if they had spent less time around each other. Marco Ferrero, another Spanish student, said "I thought I would learn more [English], but every day I'd meet with my friends and speak Spanish."

For the most part, the students did learn to "speak easier and understand easier," said Perez Klein. In fact, the students got a taste of a different type of English than what they were used to being taught in their school.

In the beginning, the students found it a bit difficult to adjust to America. First of all, there was the large difference of meal times: in Spain lunch is served at two or three o'clock with dinner at ten o'clock. In the end, however, the students became accustomed to their temporary homes.

Although there was a varying level of fluency in English among the students, on the whole they seemed to communicate well with their host families. Lexington Junior Andrea Santosuosso said that her student "spoke really well and understood a lot."

In seeing America first-hand, the students dispelled some personal stereotypes. Perez Klein thought that most buildings in America were skyscrapers, while Otzet thought that Americans ate mostly pizza, burgers, and cold food. By visiting America, the students realized the similarities between American and Spanish students .

In March, the American students will travel to Spain. Tthe American students are excited about and look forward to the impending visit.

Biking Across Four States and 600 Miles

by Yeh-Jiun Tung

Sitting against the wall in the bathroom, I closed my eyes and pondered the situation. Outside, it was pouring and it was getting dark. I was dead tired. The trip odometer on my buddy's bike read "108 mi." It was a miracle that we had even reached the campground. We had ridden for a total of 390 miles and it was the sixth day we had been on the road. I was nodding off.

I think I dreamt of hot food. The two of us had been living on peanut butter and jelly for almost a week, with just a couple hot meals in between. Finding shelter in a Vermont campground bathroom, I was able to reflect on six days of seemingly endless miles...

Saturday, June 16, 1990.

We leave Lexington at 8:30am. Our handlebar-bags are filled with Kudos and granola bars. Today, we make good time and hit New Hampshire by noon. We stop and celebrate, breaking out our last homemade lunches for a week, turkey sandwiches and Bryan's apple-grape juice. Setting off again, we reach Jaffrey by two o'clock and pick up dinner at a local convenience store: a jar of peanut butter, a jar of apple jelly, and a loaf of bread. Nissen Donuts are established as the breakfast staple. At 2:30pm, Mt. Monadnock is in sight. The tent is set up and we relax until dinner. Making the peanut-butter-and-jelly sandwiches, Bryan breaks both plastic knives in half, leaving us four pieces with which to spread the PB-and-J for the rest of the week.

Sunday, June 17, 1990.

We are about 12 granola bars down from yesterday. The day is uneventful. The scenery improves but morale worsens. Feeling sick, we both down some aspirin at lunch in North Clarendon. Pushing on, we cross the Conneticut River into Vermont and make camp in Ascutney State Park. Our reward is the inspirational sight of our first Vermont cows. In the remaining daylight, we explore the woods behind our campsite and find an old foundation and chimney for a house. The odometer shows 124 miles.

Monday, June 18, 1990.

We get an early start and are on the road by 9am. The landscape of Rte. 44 is vaguely reminiscent of French countryside. The thought keeps us occupied as I true my rear wheel after two spokes break under the burden of my gear. Upon entering Woodstock, we search for a bike shop to replace my broken spokes. Through a yuppie, sports-shop salesman we learn that the nearest bike store is six miles out of our way.

It is nearly 1pm by the time we find the shop. The owner gives us the spokes and trues my wheel, only charging me $3.50, saying that my rim is "shot." After we tell him our destination, the owner grins sympathetically and informs us of the upcoming mountains. We eat lunch on a grassy spot outside.

> "See that road there? They call that F-5 or something but I just call it the Shalot road. That's all it is to me, the Shalot road, 'cause it goes to Shalot."
>
> —An old gentleman in Vermont

Skies are threatening as we head back to our planned route. The rest of the day brings no rain, luckily for us, but life appears grim for the few hours before sunset. We silently push the pedals through deepening valleys, past occasional lonely farmhouses by the side of the road.

Finally reaching Texas Falls Recreation Area, we meet an elderly ranger who shows us a good campsite. After finding that the well water tastes like pure chlorine, we ask the ranger if it is safe to drink from a nearby stream. He says, "As a ranger, I wouldn't recommend it. It's not a hundred percent safe." So we ask, "Where do you get your water?" He shrugs and replies, "From the stream." We hit the sleeping bags after a dip in the cold water.

Tuesday, June 19, 1990.

The morning is sunny and we are happy. My butt is sore as I get on the saddle, but it is a familiar feeling. Grinding through the miles of uphill through Middlebury Gap, I now understand the pitying look on the bike shop owner's face. Bryan and I weave back and forth across the road. My gear shifters decide that they don't want to work and I'm stuck in fifth gear. I groan, pedaling at about 10 rpm up a 9 percent grade. Bryan's derailleur also chooses to jump gears, but we make it to the top.

Here, we find Robert Frost Mountain. Our water bottles are filled at a cold well pump. We spend several minutes memorizing Frost's poem written on a memorial. As we continue downhill toward Middlebury, Bryan's speedometer reads just shy of 40mph.

Miles go by easily as we talk, riding side by side on lightly traveled roads. As we near Burlington, the terrain becomes rolling. Reaching the top of the first hill, we pause and look ahead. Just before the horizon, beyond the peaks of the rolling hills, the sky is black. Sighing, we bag our gear in trash bags and pull out our nylon jackets. The storm meets us as we ride into the small town of Hinesburg. We duck under a giant maple in a little white house's front yard and wait for the rain to pass. An old gentleman calls from the window and invites us to sit on the porch. We gladly oblige. He comes out and starts up a conversation.

"Where you boys headed?"

"Burlington," we tell him.

"Which road you takin'?"

"Rte. 16. Do you know where that is?"

He begins, "I been livin' here for I don't know how long and I can't tell ya what number is what road. " He points westward and continues, "See that road there? They call that F-5 or something but I just call it the Shalot road. That's all it is to me, the Shalot road, 'cause it goes to Shalot..." He

Continued on page 6

Letters, Cont'd

Recent LHS Graduate Protests Homophobia

To the Editor:

As a recent LHS graduate, I write this letter to protest the widespread homophobia, a fear or hatred of homosexuality and homoeroticism, that smothers our school. Now out of its oppressive atmosphere, I am slowly recognizing its full reach.

As a starting point, I assume that homosexuality and bisexuality are neither abnormal or immoral. I use medical studies, which have proven that one does not "prefer" homosexuality or heterosexuality, but that one is *biologically oriented* towards either (or both, in the case of bisexuals), to show that it is no more immoral to be homosexual or bisexual than it is to be double-jointed. Because I will be criticizing the school's treatment of homosexuality and bisexuality, I categorically reject any religious reasoning offered as proof of homosexuality's and bisexuality's illegitimacy because of the First Amendment's separation of church and state.

Assuming, or rather knowing, that there is nothing indecent about homosexuality or bisexuality, one begins to wonder why a school ostensibly committed to non-discrimination (see the student's manual giving to incoming ninth-graders) allows homophobic bigotry to flourish.

Aside from the obvious, such as the way "sex education" completely brushes over homosexual relationships, a more brutal form occurs in almost every classroom every day. Most teachers ignore it. It is a bigotry which, directed against any other group, would be rightfully attacked. It is said repeatedly, and to any homosexual or bisexual within earshot, it rips and tears at the soul. It is the constant reference to anything bad, unusual, or disgusting as "gay." During high school I heard it constantly, "Oh my god, that's so gay," or "You are sooo gay," or "That movie was wicked gay." "Don't be queer" and "Shut up, faggot" are common chidings "friends" bestow upon each other. To the many who are within earshot and gay, this stabs at their core and causes them to further repress their nature. Just as an example, think of what it would be like to hear the following, "Oh my god, that's so hooknose," or "You are suuuch a wop," or "That movie was wicked kike." Consider these: "Don't be a spic" or "Shut up, nigger." Were any such racial epithets to be uttered in class, a teacher would rightfully jump down the offender's throat. However, when it is homosexuality, it is just fine.

There are many ways to arrest the aforementioned behavior. LHS can incorporate explicit condemnation of bigotry against homosexuals and bisexuals in its official discrimination policy. Teachers must not allow the use of homophobic terminology. Finally, LHS can create complaint forums and mechanisms similar to those in place for other forms of discrimination. These simple steps can begin to alleviated homophobia.

Obviously, this is not a full, scholarly analysis of LHS and homophobia. Also obvious is that sexism, racism, and academic repression flourish alongside homophobia at LHS. Addressing all these issues is not possible in a letter to the editor. Nonetheless, if school is to help young people become responsible citizens, and if responsibility includes a rejection of bigotry, the LHS community can no longer tolerate homophobia, and it must fervently come out against such bigotry. Many in the LHS community believe that they do not know anyone who is gay, lesbian, or bisexual. They are wrong. The fact is that at least ten percent of the population is gay.

I would like to extend an apology to everyone at the high school who is gay, lesbian, or bisexual. I am sorry I did not stand more against this violent bigotry while I was at school. Although it is difficult, those of you who are gay, lesbian, or bisexual can come out of the closet: to yourselves, your friends, your parents and eventually society. You are not alone.

Sincerely yours,
Jason Yanowitz
Class of 1990

School Cheerleaders Respond to Pep Rally Commentary

To the Editor:

The LHS cheerleaders question irrelevant statements in the two articles that were printed in the October 18 issue of the *Musket* on the effectiveness of a mandatory pep rally. Instead of concentrating all their efforts into examining school policy, the authors of these articles digress to unrelated topics.

One of these articles improperly interchanges the terms spirit and pride. These terms are not synomnyms and should not be used as such. To be spirited is to display enthusiasm in an activity. To have school pride, however, is completely different. Samantha Davis wrote, "Pride can only be promoted through enjoyable activities." True pride exists through victory and defeat, and should not be made to sound superficial.

Ms. Davis was inaccurate in her facts on two accounts. The pep rally last year was for all sports and did not solely concentrate on football. Also, Ms. Davis interviewed Mandi Neale, a cheerleading co-captain, who informed her that we have attended cheerleading camp for the past four years to help us in dance routines, pyramids, voice articulation, and safety. Although she knew why we went to camp, Ms. Davis belittled our reasons, "The cheerleading squad actually went to camp this summer to learn their songs." Cheerleaders do not sing songs, they cheer and chant.

Patricia Maier wondered about the absence of male cheerleaders. We wish to stress the fact that we have repeatedly asked male students to try out for cheerleading. Their addition to our sqad would allow us to do difficult pyramids and increase our chances of winning at competition. In no way was the pep rally sex-stereotyping.

As cheerleaders, we are in a no-win situation. If we do not do anything to encourage pep, then the LHS student body would be criticized for not have school spirit. Therefore, we make the effort to reach everyone and bring about an awareness of all athletic teams at LHS. We realize the importance of becoming actively engaged in the school community and hope to see more attendance at games.

Sincerely yours,
LHS football/soccer cheerleaders

***Editor's Note**: Neither of the two opinion pieces cited in the above letter was an "article": Samantha Davis's piece was an editorial and Patricia Maier expressed her opinion in a clearly designated letter to the editor.* Musket *would like to stress that letters to the editor represent solely the opinion of the signee or signees; the opinions expressed do not necessarily reflect those of* Musket *or its staff members.*

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Ira Pedlikin
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Rebecca Tsai
Trevor Uhl
Erik Wang
Marsha Wasilewsky

Five Senior Girls Dominate Season's Final Soccer Game

by Sara Fertitta

Mid-October was not a pleasing time for the LHS girls' soccer team. The team suffered two losses, falling to Wakefield and Winchester, before coming back strong to finish the season at 5-8-3.

The five seniors — Alison Berry, Sheila Walsh, Karen Wood, Ali Fields, and Catherine Gill — started and finished their final game, a 3-0 victory over Burlington. Coach Debbi Childs called this game "a meaningful one for the seniors. This bunch wnted to go out on a positive note. In other years, the seniors went out with sadness, but this year, they went out with enthusiasm."

Lexington's impressive play in the team's last meeting with Wakefield ended with a 0-0 tie. This motivated the Minutemaids to play strongly from the outset. Lexington scored just two minutes into the game to take a 1-0 lead. Justine Oppenheim made a play down the sideline, centered the ball, and Lora Marzilli headed the ball to the top corner of the net. Childs called the goal "the most beautiful of the season."

Scoring for the half ended there, as Wakefield dominated the remaining 38 minutes. Lexington's defense played well, and although the backline allowed Wakefield multiple corner kicks and shots on goal, goalie Erin Fitzpatrick kept the Warriors scoreless. Childs said she was "thrilled to be up by a goal" l"against Wakefield, the number-two team in the Middlesex League.

Wakefield scored early in the second half on an indirect kick. Minutes later, the Warriors took the lead on a shot that bounced off the post and was then shot in. An intercepted pass from Jen Jansen to Fitzpatrick resulted in Wakefield's next goal.

Sarah Merrill tightened the score at 3-2 after tapping in the rebound of Marzilli's shot on net. With one minute left to go in the game, Wakefield netted a goal to make the final score 4-2.

Lexington was ready and excited for its game against skilled Winchester, with the team veterans wanting to avenge a last-second loss to the Sachems last year. Unfortunately, the Sachems, ranked first in the country, quickly put out Lexington's fire, scoring five goals in the first half, and won 7-0.

> "In other years, the seniors went out with sadness, but this year they went out with enthusiasm."
>
> —Girls' Soccer Coach Debbie Childs

The team finished the 1990 season on the right foot with a 3-0 win over Burlington on October 26. Earlier in the week, the Minutemaids had beaten Reading and Stoneham but fell again to undefeated Winchester.

On October 19, Lexington beat Reading 3-0. Lexington scored all three goals in the second half. Jesse Williams scored one goal for Lexington while Marzilli added two to put the game out of reach for the Rockets.

Lexington was also victorious against a much-improved Stoneham team on October 23. Childs said, "We did a good job and played them well. They're an up-and-coming team and have improved a lot since we last faced them."

Lexington lost to league-leading Winchester for the second time this season on October 24.

The game against Burlington meant a great deal for the Red Raiders. A win or tie would help them in league and tournament standings. Lexington, however, rallied to win 3-0. Burlington applied pressure early, but Lexington turned the game around and produced when Marzilli scored fifteen minutes into the game.

Less than five minutes later, Wood cleared the ball to Justine Oppenheim, who netted her shot. Halfbacks Oppenheim and Wood, along with Sheila Walsh, Chansky, and Ornella Rullo, dominated the middle of the field and created many opportunities for their teammates.

Lexington opened the second half with a third and final goal. Cargill took a free kick from the 18-yard line that hit the upper corner of the left post Berry was in the right place at the right time, and knocked the rebound in beyond the goalie's reach.

Late in the second half, Burlington had numerous opportunities, two of which almost resulted in goals. On one Burlington advance, Fitzpatrick (16 saves) deflected the ball over the net, cutting short Burlington's breakaway.

For the season as a whole, Childs was happy with how the team came together and treated each other. "This was an enjoyable season...The team was an excellent one personality-wise."

Quarterback Rashad Wilson stares downfield after passing the ball to a teammate at a November home game. Photo by Eric Asatta

Football Falls Just a Yard Short

by Mike Bibbo

The Lexington High School Minutemen picked up their first win of the season against Reading, 27-6, but came up short 20-14 in the annual Thanksgiving game versus Burlington.

The Minutemen dominated the winless Reading Rockets. It was a moment of glory for a team that had not seen a victory this season. Halfbacks Charles Williams and Anthony Desimone ran all over the Reading defense. Quarterback Rashad Wilson led the Lexington offense to its highest point total of the season.

The Lexington line controlled the line of scrimmage on offense and defense. Noseguard Al Santamaria stood out on the defensive line, as Reading's line was obviously overmatched. The Rockets' only touchdown came against the Minuteman junior varsity defense.

Two-and-a-half weeks later, after a 26-14 loss to Stoneham, Lexington looked to pull off an upset versus Burlington on a beautiful Thanksgiving Day. Although they were heavy underdogs, the Minutemen did not easily concede defeat.

Lexington pulled to a 14-7 lead at half-time on the strength of two touchdown runs by platooning quarterbacks Louis Bullard and Rashad Wilson. Bullard scored on an option play. He kept the ball, broke a tackle, and ran 50 yards for the touchdown. Wilson, who did most of the quarterbacking, ran the ball in from five yards out, to put the Minutemen up by seven.

Bullard also recovered a fumble deep in Lexington territory, at the end of the half, which kept Burlington from tying the game up.

Burlington pulled ahead in the second half on the strength of two touchdowns by Dan Madden. The Minutemen attempted a comeback late in the game, when Chris Williams caught a long pass to tie the game. But they were stopped deep in Burlington's territory twice. Burlingtons' defense saved the game for them.

The Minutemen finished the season 1-9, but they went out competitively in the final game. It was the last game for 18 seniors who, despite a disappointing season, fought until the end.of the final game.

Girls' Swimming Nets Third

by Patti Sheehy

The LHS girls' swim team captured a strong third place in the Middlesex League this year. "This year was awesome," said head coach Donna Cerrato, "Last year we were fourth, this year we're third, next year, who knows?" Tri-captain Tami Kress said, "We've had the strongest freshman force in years; that helped us a lot."

The Minutemaids ended their season with a fourth-place finish at the League Meet. "Because of the lack of away meets this year," said Carrato, "the first half of the league meet was not our best. It took a little while, but we did get it together."

The second half of the meet proved that Lexington was still a force to be reckoned with. In the first event of the second half, the 100-yard butterfly, Lexington finished three swimmers in the top ten. Chantal Glover and tri-captains Maureen Leahy and Kress finished second, sixth, and eighth, respectively.

In the 500-yard freestyle, senior Patti Sheehy and tri-captain Heidi Friedlander both achieved personal bests, finishing tenth and fourteenth, respectively. Strong 500 performances were also turned in by Marcela Perez-Abreu, Ornit Niv, Jessica Forsyth, and Hannah Neumeier.

The 200-yard freestyle relay team, consisting of Kress, Leahy, Glover, and junior Heather Hintlian, cut two seconds off its previous best time, finishing in 1:54:88 to capture second place.

Backstrokers Eve Greter and Mahdu Ravi finished strongly for Lexington, bringing the maids into the home stretch. The breaststroke proved to be a strong event for Lexington. Glover took Lexington's only first place of the day. Hintlian placed a solid fourth, robbed of third place by mere hundredths of asecond. Seniors Kerin McArthur and Friedlander also placed in the top 16.

When asked about the season as a whole, Coach Cerarato was generally pleased, calling this year "incredible."

Golf Boasts Winning Year

by Brian Santucci

The golf team concluded the regular season with a record of 6-3, winning two of its last three matches. With the final victory over Reading, the team qualified to play in the state tournament. In the tournament, the team placed fifth. Four seniors — Dave Galehouse, Chris Barry, Brian Santucci, and Tom Baker — fell just short of a trip to the state finals, by a combined total of four strokes.

As Coach Richard Thibeault put it, "The strength of the team was the seniors and we went as far as they carried us. The seniors were fine role models for the younger team members. They will be sorely missed when they graduate"

Against Belmont, the team played solidly despite the rather dampened conditions from the previous day's rain. Senior tri-captains Galehouse and Barry had a stellar day, leading their opponents early and extending their lead as they went.

Barry ran a 30-foot putt in on the fourth hole to make an eagle. Not to be outdone, Galehouse dunked a 30-yard wedge into the hole from off the green on the next hole.

Senior tri-captain Brian Santucci defeated his opponent on the fourth. He and his partner Cameron Boyd took a point-and-a-half total, making the score 4.5 to 1.5. Senior Tom Baker and freshman Jesse Greene put the match out of Belmont's reach.

Against a tough Melrose team, Lexington was not so lucky. The Melrose golfers turned in scores ranging from the mid-30s to the low 40s. The only highlights were Galehouse's 37 points to win against an outstanding Melrose player, and Boyd's 20-foot putt on the ninth hole to halve his match with a 42.

In the critical final match, Lexington needed a win to play in States. The Minutemen came through, beating Reading on the road at Bellevue Country Club. Boyd and Cassella filled in a crucial gap at the three and four spot. Rob Costello was reactivated to make up for the shortage of players and came throught with flying colors. With the win, Lexington was on its way to the state tournament, beginning at Putterham Meadows.

At the state qualifier, Galehouse shot 76, Barry and Santucci 85, and Baker 87. The team thought qualification certain until the four-player team from Methuen turned in an average of 75 to take Lexington out of the picture by a mere four strokes. On another day, Galehouse qualified to play in the state individual tournament.

Both Galehouse and Barry were elected to the league all-star team. Santucci and Baker received honorable mentions. The team laments the loss of the seniors but looks forward to some outstanding young talent that has been waiting in the wings.

A Lexington boys' soccer player attempts to head the ball as does his St. John's Prep opponent. Sean Gnecco looks on. Lexington suffered elimination in the game, its only loss of the season. Photo by Kan Niu

Not only did Yeh-Jiun Tung bike New England this summer, but he is also a key member of the boys' cross country team. Photo by Kan Niu

League all-stars Becky Dennison and Maria Berger led the cross country team to its first state meet ever. Photo by Ken Niu

Girls' X-C Goes to State Meet

by Petra Rydlova

This year a new era began for the LHS girls' cross country team. Not only did the girls go undefeated in Middlesex dual meets for the first time in the history of the team, but they also captured the league meet and qualified for the state championship meet.

All this, however, didn't come for free. Every day after school, rain or shine, hot days or cold, a group of eight girls set out on their long journeys. Day in and day out they were faced with a question: "Why are we doing this?" The answer lay in their success.

The team was led by Becky Dennison, a sophomore, one of the top high school runners in the state. Dennison went undefeated in the Middlesex League. The team's second runner was junior Maria Berger, also a well-established runner, was consistently placed right behind Dennison.

Occupying the third slot was senior Petra Rydlova, a runner new to this year's team. Dennison, Berger, and Rydlova were the 1-2-3 punch in all but one meet. Agnieszka Reiss, the senior captain, was the fourth runner for the LHS lady harriers.

Junior Seetha Ramnath and Veronica Marino, a senior, alternated for the team's number five position. Elise Milner and Jen Rosenfield, both juniors, rounded out the team in the seventh and eighth spots.

The season started as any other year, without many high expectations. But, as the season progressed, the coaches, Philip Crosby and Arthur Dulong, became more and more optimistic. The entire Middlesex League came didn't even threaten LHS's Minutemaid power.

In the League meet, Dennison finished first, followed by Berger in third, Rydlova in fourth and Reiss in seventh places. In the Eastern Massachusetts Championship meet the overwhelming number of runners, the cold and rainy weather, and the muddy course took a toll from the Lexington girls, but nothing could stop them from finishing in fifth place, just seven points away from the third position, and thus qualifying for the state meet.

In summary of the season, one can remember the team spirit shared by both the girls' and the boys' cross country teams as they diligently attended weekly carbo-loading parties (or whatever their excuses were), endured calisthenics, sat through chalk talks, and, most memorable of all, broke the bad curse over the girls' team under the motto "Go Blue!"

"This is the best team I've ever coached in my 17 years," exclaimed Coach Crosby.

Boys' Soccer Ousted in Eastern Mass. Semi-Final

by Eoin Cannon

The boys' soccer season ended abruptly on Thursday, November 8, as coach Robert Hartshorn's Minutemen were defeated by St. John's Prep of Tewksbury in the Eastern Mass Division I North Sectional semi-final.

The game was played on the muddy field at Lexington. An enthusiasic home crowd gathered, anxious to see the previously undefeated team advance further in the state tournament after a 6-1 trouncing of Andover three days earlier. Unfortunately, it was not to be.

St. John's was a talented group who took advantage of its opportunities in front of the Lexington goal. This was key in its 2-0 victory, because the opportunities were rare against the solid Minuteman defense, led by co-captains Greg Weeks and John Kiladis.

Lexington controlled the ball for most of the game, missing out of scoring chances in both halves of play. Left wing Paul Tedesco threatened Prep's goalie several times, while George Landman's second-half head deflected off the crossbar, missing the net by inches.

The winning goal came in the first half. St. John's Mike Singleton chipped a pass from teammate Ken Hannon past the reach of Lexington goalie Ethan Zohn, whose amazing punch-save earlier in the game had kept the score even.

The Minutemen stayed in character, keeping their composure while pressuring the Prep defense with deft passing up the middle by Landman and Adam Schaye, and long runs down the sidelines by Tedesco, Jeff Samarjian, and Mark LaValle.

St. John's second goal was an 18-yard rocket from Maurice Henderson early in the second half that Zohn had no chance to stop. From that point on, Lexington pressured the opposing defense to no avail.

Late in the second half, the structure deteriorated as Lexington's offense scrambled to create shots. St. John's defense resisted, however, and Prep survived to advance to the North Sectional final, where they beat Beverly, 2-1.

In the first tournament game against Andover, the Minutemen were shocked by an early goal resulting from a defensive confusion. The goal was a wake-up call for Lexington, who proceeded to show why they were ranked number one in Eastern Mass by exploding for three quick goals, and three more to finish the game 6-1.

The first came on a goal by Landman, the team's leading scorer (12 goals, 7 assists). Then came a pair from Schaye (8 goals, 5 assists) to ice the victory for the Minutemen. Weeks, Jason Kohrt, and Samarjian added extra goals to the delight of the large crowd on hand, allowing coach Hartshorn to give the reserves some tournament playing time.

Despite having to end the season with a loss, the year was a most definite success for the talented Minuteman squad, who qualified for the state tournament for the 20th consecutive year.

Ending the season as undefeated Middlesex League Champs and outscoring their opponents 50-4 was no small feat for a team not among those predicted to win the league title at the start of the season. Preseason favorites Reading and Burlington were embarrassed by 5-1 and 4-1 routs at the hands of the Minutemen in October.

In addition, the team was marked by outstanding individual accomplishments. Weeks (7 goals, 3 assists at sweeper), Schaye, Landman, and Zohn were picked as league All-Stars. Kiladis, Kohrt, and Kurt Langer were given honorable mentions.

Weeks was voted the League's Most Valuable Player, while Zohn place fourth in the balloting. Zohn (.35 goals against avg.) tied assistant coach Doug Long's record of 14 shutouts.

Tedesco contributed 7 goals and 6 assists while battling injury. Matt McCormack, Sebastien Morel, Sean Gnecco, LaValle, Samarjian and Andrew Kvaal also had tremendous seasons.

The key to the Hartshorn-led squad's success, though, was teamwork. The Minutemen showed composure and team unity all year. Once again, the Lexington boys' soccer team proved itself to be among the state's best. As Hartshorn said, the Minutemen this year had "no regrets."

A Lexington player attempts to steal the ball from a St. John's Prep opponent. Lexington went on to lose the game 2-0. Photo by Ken Niu

Rain Falls on Boy Harriers

by Derek Armstrong

The rain fell constantly during the four hours that the LHS boys' cross country team spent at Franklin Park on November 10. When the meet was over, the team's hopes had fallen along with it. The team needed to place among the top five teams in Division I of Eastern Mass in order to continue on to the state meet in Northfield on November 17.

While no individual's performance was downright poor, the only ones who could really be happy with their performances were seniors Ted Fitzpatrick and Ed Single.

Single went over to the computer center to examine the posted results. He returned a few minutes later with the eagerly awaited news.

"Seventh," he reported. His soaked teammates hung their heads in disappointment. The Minuteman team score was 213, 64 points shy of the fifth-place finisher, Chelmsford. With that news came the end of the 1990 season for the Middlesex League Champions.

Although the team failed to qualify, the fate of certain individuals was better. Fitzpatrick ran one of his most impressive races ever, finishing first in a Division I race of over two hundred people. His time of 15:55 on the 3.1-mile course was the fastest of any of the winning times in the four divisions. His amazing performance qualified him individually for the state meet. At the state meet, Fitzpatrick came in one second behind the first-place finisher. On November 24, Fitzpatrick qualified for a national berth.

Single (16:21) also qualified individually for the state meet, outsprinting his nearest competitor in the last few yards to place fourth in Division I.

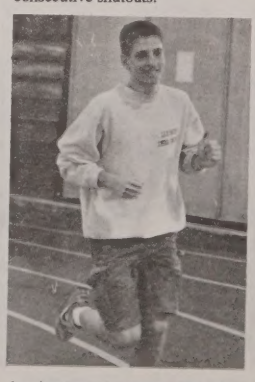
As he has been doing all season, sophomore Josh McCarthy grabbed the third spot on the team, 57th overall. At 17:29, he ran competitively and was one of the highest finishers of his age. Junior Matt Lennox (17:40) and seniors Greg D'Agostino (17:46) and Derek Armstrong (17:50) finished seconds apart, taking the fourth, fifth, and sixth places on the team. They ran together for much of the race and finished 71st, 80th, and 87th respectively. Senior Yeh-Jiun Tung (18:36) had a rough day on the course, finishing out the top seven at 127th in Division I.

When the team thinks back on the 1990 season, they will remember the relentless rains and the heartache at Franklin Park. They will remember the team dinners and get-togethers on nights before meets. They will remember putting on that extra kick to edge out their closest competitor and to help defeat another Middlesex League foe. They will remember the team motto: Do the extra one. They will remember the rush of pride they felt as their team was announced league champs for the fifth straight year. They will remember a boundless team spirit unequalled by any other high school sports team. Most of all, they will remember the ever-valuable coaching of Arthur Dulong and Philip Crosby.

LHS Field Hockey Loses in Quarters

by Elena Proakis

The Lexington High School field hockey team was eliminated in the State quarterfinals. The team earned a season record of 16-1-1, clinching first place in Eastern Massachusetts Division I North. The team showed its strength right from the beginning, starting off the season with 11 consecutive shutouts.



Lexington star cross country runner Ted Fitzpatrick, the *Globe*'s runner of the year. *Musket* File Photo

Though suffering a 3-2 loss to Watertown, last year's state champion, the Minutemaids continued to keep their spirits up and went on to win five more games. The team's one tie was also with Watertown.

The Minutemaids achieved a first round bye and went straight on to the State quarterfinals. This last game against Lawrence was a heartbreaking loss. The score was 0-0 at the end of the regular game, making a long, sudden-death overtime necessary. Lexington appeared to dominate during the overtime as they strived for the winning goal, but a Lawrence player eventually knocked a shot past the Lexington defense for the win.

Top scorers this year were Melissa Mills, with a remarkable 21 goals, and Carol D'Antuono and Angela Marino, with 10 each. The remaining points were driven in by Tasha Economopoulos, Sally Knapp, and Sheila Cannon.

This year, league MVP Mills, along with goalie Annie Venier and the Marinos, played on the Middlesex League all-star team.

Overall, the 1990 season was a memorable one for the members of the team, and especially for coach Sandy Curt. Curt expressed great pride in her team's accomplishments.